JOURNAL of the CANADIAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION

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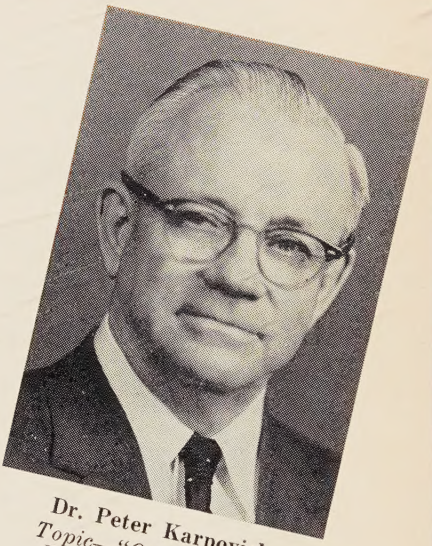

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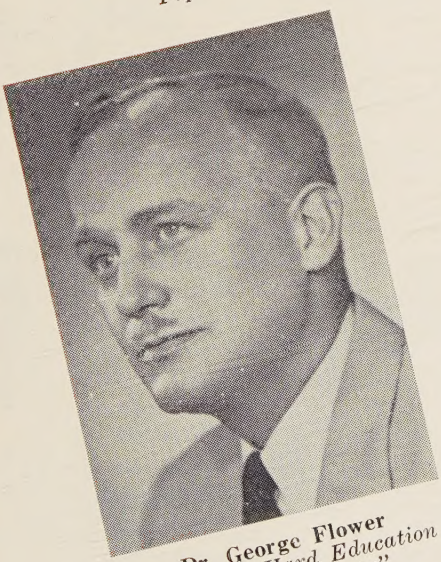

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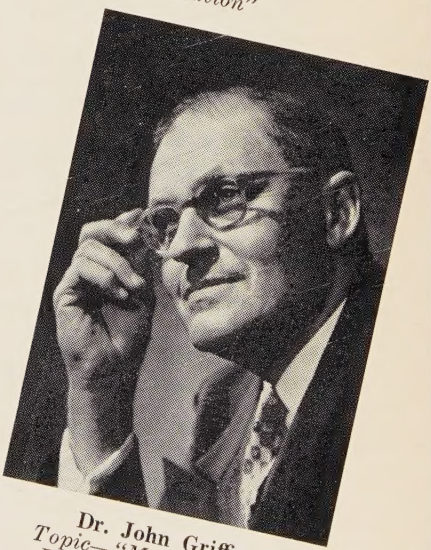

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1959 - 61

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The Canadian Association for Health, Physical Education, and Recreation is a voluntary, non-profit, professional Association dedicated to raise Canadian health, recreation and physical education standards. The Association seeks to promote the professional growth of its members, to foster the exchange of ideas, and encourage research. The Association further undertakes to cooperate with other organizations concerned with the total fitness of the Canadian people.

Editorial

THE PRESIDENT'S MESSAGE

Whether you hold membership in this Association, in the Professional Registry, or are a subscriber to the Journal, you must sense some of the enthusiasm, excitement and behind the scenes, work that is being experienced by the Convention Committee.

Each Biennial Convention must enable the members to do at least three things: firstly—review the progress made and assess the actions of the elected officers; secondly — develop insight into present trends, establish a framework for future developments, and share the stimulation generated by speakers, bull sessions, research projects and new ideas; thirdly—meet people from other provinces and countries with whom you will correspond more freely in the future.

A brief review reveals a tremendous growth in membership, the introduction of research projects, the planning and design of equipment suitable for Canadians, and increased liaison and co-operation with other associations—to name a few—The Canadian Medical Association, Parks and Recreation of Canada, The Health League of Canada, The Canadian Youth Hostels.

Briefs from members and the Executive have been presented to the Government of Canada. These Briefs pointed up the need for developing professional leadership, the need for research, planned facilities, programmes that will make greater recreational use of our natural resources which can provide numerous opportunities for adventure, a challenge to our resourcefulness and provide worthwhile activities for leisure time for those who have it, as well as a medium for relaxation for the overworked person who is experiencing undue stress.

While we encourage governments to provide some professional leadership with funds and the appointment of experienced, professionally trained people, we must stand on our own feet and provide a unified approach to problems whether they be local, provincial or national.

In the past, much has been accomplished by voluntary, dedicated individuals. The growth of the Association, the population explosion, increased leisure time, mechanization and unemployment, have kept each member working many hours overtime just coping with day-to-day problems. How long will we continue to lean on the willing worker who goes the extra mile? Or are we content to wait until emergency measures have to be introduced as now being experienced in vocational training? Surely health and fitness deserves a high priority and immediate attention.

Volunteers alone cannot carry the load. We need an established office with a full-time executive director to guide our professional interests. He must have competent help and equipment to get on with the work. How can this be done? It can be done if we examine our low fees in relation to present salaries and the fees of other professional organizations. The Representative Council must take positive action at the Convention.

The work that we are doing warrants financial support from insurance companies, industry, government and philanthropic individuals interested in the fitness of our citizens. This support can be expected only after we are prepared to make a financial contribution as well as provide professional leadership.

The present Executive is well aware of the shortcomings. Let us not short change the incoming Executive.

G. A. Wright
President, CAHPER

THE ROLE OF THE C.M.A. AND CAHPER IN "PHYSICAL FITNESS"

G. E. DUFF WILSON, M.D.
Kitchener, Ontario

The following is the full context of the address which opened the March conference on physical fitness which, for the first time, brought the Canadian Medical Association and CAHPER together for discussion.

The C.M.A. first expressed an interest in physical fitness in the report of Council in 1958. This was chiefly in relation to community recreational facilities and their importance in the maintenance of physical fitness. The next year's Council toyed with the concept of physical fitness and what could be done about it and was forcibly awakened to their responsibilities as medical men by the Presidential address. Physical fitness has now entered into the thinking of the highest court of Canadian medicine and further action and reports can be expected from year to year. All this concern with physical fitness on the part of Canadian medicine strikes me as being pretty generally lip-service only—with the exception of a few medical men, some of whom are here today. The average Canadian doctor is not interested in physical fitness, its promotion and maintenance. Those of us who are, probably would be whether or not we happened to be doctors. There are several reasons for this apathy. Our training and interests lie in the restoration of the sick to a level of health which allows the patient to pick up his normal duties, and not necessarily to a level of health which has been given the term 'positive health'. True, prevention of disease and disability has become increasingly a part of medicine over the past hundred years but preventive medicine has a rather negative connotation when it is considered along with the concept of physical fitness as 'positive health'. The truth is that doctors are not convinced that an individual is healthier or happier because he is physically fit. In fact, we have seen too many instances of physical fitness cranks who could be considered unhealthy mentally and, therefore, unbearable, even while extraordinarily sound in wind and muscle. Doctors have a right to be suspicious of this type of physical fitness faddist.

There are some other reasons why we are not interested:

1. There has been a steady increase in the size and weight of the young men and young women over the past fifty years.
2. There has been a steady decrease in morbidity — far less communicable disease and far less nutritional disturbances. In fact, up to the age of fifty, accidents, some of which are contracted in the very search for physical fitness, are by far the greatest cause of serious disability.
3. Our life expectancy has steadily increased—over 25 years in the past 50 years.

From any standpoint this is an achievement in medicine. But, here the aims of medicine may be debated and to state that doctors are not interested in physical fitness is not to mean that they should not be. The reasons why they should be interested apply to us all and are the same for all of us, with the heightened appreciation that a medically trained person must feel for an efficiently functioning body, an alert mind, a relaxed attitude to events and circumstances and an increased zest for life, which we all associate with physical fitness.

One of the prime functions of the C.M.A., therefore, would be to bring home to its own members the importance and value of physical fitness to the health of this country. If, as I will suggest a little later, we do as our sister associations in the United States and Great Britain have done —establish a Committee on Physical Education—this could become an important function of such a committee. But a traditionally skeptical profession should be convinced by a few scientific facts. We need research in physical fitness and the value of physical activity. This would have to be worked out very carefully on a practical, down-to-earth, basis and might even then prove to be useless in view of the fact that so many

imponderables and intangibles are interwoven into the subject. Some of the possibilities for research are:

1. The level of physical performance of the average, generally accepted, physically fit individual, as compared to that of the elite athlete; the maintenance of this level.
2. The development of a simple test which could be accepted as an indication of reasonable physical fitness.
3. Sociological factors which affect physical fitness:
   (a) Employment of various types
   (b) Effect of age on physical fitness
   (c) Effect of environment — rural — urban—prairie—mountain, etc.
4. Inactivity and mental illness; morbidity rates.

The C.M.A. has not the means or facilities for carrying out such work but, if money is to be spent (and it looks as if it might), The Association might suggest the more feasible and useful ways of spending it. I am not minimizing the role of the C.M.A. in this respect. Medical science can exert the steadying influence of scientific control, can ensure that experimental methods are applied under informed direction.

Here, a word in the field of research is in order. You were asked to assume on participation in this conference, that physical fitness was difficult to define. I have

CONFERENCE OFFICIALS

Standing, left to right:

Dr. A. F. W. Peart, Deputy General Secretary, C.M.A., Toronto

Mr. C. R. Blackstock, Executive Director, C.A.H.P.E.R., Toronto

Dr. H. Ebbs, Director, School of Physical and Health Education, University of Toronto

Sitting, left to right:

Mr. Gordon A. Wright, President, Canadian Association for Health, Physical Education and Recreation (C.A.H.P.E.R.)

Dr. G. E. Duff Wilson, Chairman, C.M.A. Committee on Public Health, Kitchener Physical Fitness Conference, C.M.A. House, March 4 and 5, 1961

already mentioned that medical men fail to bring their ideal of physical fitness up to a 'positive health' level. If doctors are too low, my impression of physical educationists is that theirs is too high. Physical educationists have a tendency to raise on high the elite athlete whose inherent talent and prolonged training produces a level of physical fitness which is away beyond the possibility of the vast majority of people. Oh, yes, you say, we must do research work on these superior types. I am not so sure! What is needed more than anything is research work on the common run of individual who cannot afford to spend two or three hours a day on hard physical training and yet wishes to maintain a reasonable degree of physical fitness. One of your most publicized exponents of physical fitness would have us spend all our off hours in strenuous activity on a gradually increasing scale. This is impractical and unbalanced and not likely to interest any but the fewest of physical culturists and these would be regarded with suspicion by their fellows.

Now, what is the role of the individual doctor? As a practitioner of medicine it is more powerful than any other person—if we can just convince him that physical fitness is important to his patient's wellbeing. Similar changes in our medical thinking have been accomplished. Not so many years ago vitamins were little considered in our diets. In fact, diets were little considered fifty years ago. It is important now for patients to be put on a dietary regimen in almost every disability—perhaps the pendulum has swung too far the other way. Children have been taught the importance of brushing their teeth frequently and other health habits have been inculcated in young and old alike. Is it too much to hope that the slothful habits of modern living can be changed by (among other agencies), that most powerful of health educators, the family doctor? The M.O.H. and his staff and the school doctor have other means of emphasizing the value of physical activity. Education in health habits is an important function of health departments. I have little knowledge of the amount and method by which physical education is taught in our schools and here I merge into the field of the physical educationists. I am suspicious that it is often done without imagination or enthusiasm.

I have been a school doctor for both elementary and secondary schools for thirteen years and can't remember one instance of my advice being sought regarding any health teaching. I have had many requests from high school groups outside the school for talks—usually on sex, a subject which I imagine was supposed to be touched on in the high schools, but in spite of examinations, tests and altogether considerable time spent in the schools, these have never been related to health or physical education to my knowledge. Why is this important field of education so jealously guarded by educationists? Do you think we doctors haven't the time or inclination to instruct or advise, or is it because the possibility of using medical resources has never occurred to you? Some of the health education material seems pretty unsatisfactory to me and the fact remains that graduates of our high schools and universities know very little about their bodies, the importance of maintaining fitness or how to achieve it — their physical education is almost a total loss. Without any specific knowledge, other than my own experience, I would say that there should be closer cooperation between the health services and the educational services in the teaching of physical education in the training schools, in the schools and in voluntary organizations such as the "Y's". I am aware that the Ontario Medical Association, for instance, has a committee which is supposed to function with the Ontario Department of Education in the formulation of physical education syllabi for use in the schools. How much does this committee function, or how much is it asked to function? The text books, available and used to some extent, seem lacking in an approach which would inculcate an interest in our body, let alone a desire to become physically fit and remain so. For, what are the aims of physical education? I am not going to attempt to answer this question at any length but I do feel that it is closely involved in the concept of physical fitness and its pursuit. With this in mind, I am not so sure that we are following the best methods. Perhaps we should change our whole concept of physical education. Its aims should include, primarily and chiefly, a concept of physical

(*Continued on page* 32)

CONVENTION HIGHLIGHTS

As we go to press, our advance registration for our Hamilton Convention is the highest in the history of our Organization. We are delighted to announce that a very large number of out-of-town delegates have registered.

You are reminded that arrangements can be made to hold class reunions, etc. at the luncheon on Tuesday, June 20th.

Facilities at McMaster University are ideal for our convention. Our headquarters will be in the beautiful new Student Center Building.

The Ontario Physical Education Council is arranging to meet in Hamilton during our convention. President J. E. McCutcheon extends a warm welcome to all CAHPER delegates who would like to attend their meetings.

The Society of Directors of Municipal Recreation of Ontario is conducting a special session on "Professional Training in Recreation." This will be a most interesting and informative meeting — particularly for delegates from other provinces.

The demonstrations are already attracting a great deal of attention. You will have an opportunity of observing teaching methods at the elementary school level — as well as observing some of Canada's finest gymnasts.

Remember that the meetings conducted by the Women's Athletic Committee are open to all delegates. Many timely topics will be discussed.

The presentation of approximately twelve papers on original research conducted in Canada in Physical and Health Education will be acknowledged as important professional progress.

An attempt is being made to hold informal sessions with our key-note speaker in the late afternoons.

Our exhibitors are preparing very interesting displays. Incidentally all exhibitors are advertisers in the "Journal" and staunch CAHPER supporters.

Mike Furlong and his entertainment committee have prepared a programme that should appeal to all delegates from far and near.

Secondary School Athletics at a provincial and national level will be fully discussed by an extremely able and representative group.

Convention Chairman Ivor Wynne and his Physical Education staff at McMaster are making every effort to make this biennial convention the biggest and best ever held.

And finally—the most important convention highlight of all is your presence at McMaster University in Hamilton the week of June 19th.

John H. Passmore,
Convention Programme Chairman.

THE ADULT and "PHYSICAL FITNESS"

HUGH A. NOBLE

I should like, first of all, to take this opportunity to commend those responsible for arranging this joint meeting of Representatives of the C.M.A. and the C.A.H.P.E.R.

May I, also, acknowledge the efficient way in which this conference has been organized and express my appreciation for the "frame work" of the Conference as set forward in the memoranda by Dr. Arthur F. W. Peart, dated January 18 and February 9 last.

The clarity of the basic assumptions, together with the suggested procedure should leave no doubt but that the aim of this Conference will be accomplished; that is, "To Improve the Physical Fitness of Canadians".

It is indeed gratifying to recognize the leadership given to this project by the C.M.A. and the officers of the C.A.H.P.E.R., and at the same time to realize that H.E.—P.E. & R. can be strong allies in the field of preventive medicine.

I should now like to state what I consider to be a few fundamental, yet unrelated, premises:—

1. That an improvement in one's physical fitness can contribute to an improvement in one's health.
2. That for a variety, of rather obvious reasons, the public today appears to be more concerned about its health and welfare than ever before.
3. That governments also are more concerned about the people's health and general welfare; and that these same governments, as well as private agencies, are spending tremendous sums on Medical Research, Diagnosis and treatment of disease.
4. That the cost of such services, together with the cost of the National Hospitalization plan, suggests that every effort should be made to keep our people healthy, active and alert. In other words, and perhaps for various reasons, that we think of **physical fitness as allied to the general field of preventive medicine.** This suggests the closest possible co-operation should be developed between those working in the field of H.P.E. & R. and those working in the field of Public Health.

This address was presented by Mr. Hugh Noble to the CMA-CAHPER Conference on physical fitness. His presentation had considerable influence on the recommendations formulated by the conference. One of the major undertakings of our June conference will be to determine professional policy and make plans for action with regard to those recommendations.

Group 5 has been assigned "Fitness" as it pertains to the Adult.

For the purpose of this Conference, I am concerned, not so much with an improved physical education program in our schools and voluntary youth agencies, although this is tremendously important, as I am with the young and older adults. Men and women who seem, all too rapidly, to fall into a state of physical inactivity. An effort is made through the school's broadened P.E. program to make young people reasonably well co-ordinated and skilled and perhaps even to create in them a desire for fitness —but once their school days are over—they, for the most part, drift into that blissful state of sedentary inactivity.

It is quite true that many of the more skilled, in certain areas of sport, do continue to participate at the adult or past school level. But these basketball players or golfers, curlers, or skiers are relatively few in number.

It strikes me as being rather poor economy for governments (at all levels) to invest such great sums in the provision of adequate physical education facilities, and teachers, at the school level and then

ADULT — STUDY GROUP

Left to right:

Dr. R. S. Fraser, Medical Representative, Edmonton
Miss Elsie McFarland, Supervisor, Community Recreation Bureau, Government of Alberta, Edmonton
Dr. A. H. Shears, Medical Representative, Halifax
Dr. Charlotte M. Horner, Medical Representative, Cobourg
Father M. Montpetit, Director, Institute of Physical Education, University of Ottawa, Ottawa
Mr. Hugh Noble, Director, Physical Fitness Branch, Department of Education, Halifax
Dr. Paul Hauch, Medical Representative, London

Physical Fitness Conference, C.M.A. House, March 4 and 5, 1961

appear to have very little concern for the post school youth or adult. The physical recreational opportunities for the adult are confined almost entirely to the private agency or to commercial interests. This inadequate provision of accessible facilities has considerably thwarted the young apprentice in his desire to find acceptable wholesome recreation. But despite the apparent lack of facilities, more could be done to inform young people (before they leave school) and directly when they are employed, of the opportunities which may be open to them in the whole field of physical recreation.

At the same time there is a pressing need for the utmost in co-operation among the existing agencies and/or groups interested in any form of physical recreation. Governments, at all levels, National and Provincial sport governing bodies, local education authorities, public and private agencies, youth organizations, and commercial interests must find ways and means of assisting each other so that the great mass of our Canadian Adults will find it convenient and desirable to engage in some form of physical recreation.

It would seem that those, who are presently working in the adult field of physical activity, need careful guidance as to the extent to which they recommend physical activity for their clientele or members. In this regard there appears to be some confusion as to just when the "adult" should slow down—some authorities advocate no snow shovelling after 40; others say continued physical activity, in moderation, is quite acceptable. I realize this is an individual matter and we cannot expect complete unanimity, but I do believe we cannot afford to be vague in our prescription of physical exercises. If exercise slows down the process of degeneration, and if physical activity is to be considered an antidote for frustrations and mental and organic inefficiency, let us not only say so —but also prescribe, with a fair degree of conviction; and then present a united front to the public which we serve.

I, for one, believe that regular exercise tends to lessen the tensions which are built up in our modern life today. Mind you, it does not replace the understanding which comes from a keener knowledge of ourselves—even though it does, to some degree, relieve some of the symptoms. If adults have more spare time now than ever before, and this situation isn't going to change—it is imperative that man begin to think of ways and means whereby he can most effectively use his leisure to bring renewed strength to his body, his mind, and his spirit. My plea here is not only for increased physical vitality but an improvement in our overall mental attitude for life and living.

One way to accomplish this is to engage in meaningful recreation, or, if you like Recreation. Recreation must not be thought of as just sports and games—Recreation is a cross-section of all human activities and interests. That which we want to do because we like doing it—what is recreation for one person may be work for another. Young and old alike must recognize that stress and strain are killers and, therefore, we must break this devitalizing pace of modern life with some of those activities which bring refreshment, refinement and rejuvenation to life itself.

This does not mean that we neglect our work, but that we use our leisure hours more efficiently and in so doing we'll be better able to work, and to play. The adult must have his hobbies:—hunting, fishing, gardening, writing, painting, singing, exploring, sailing, weaving, calling a square dance, knitting, redoing old furniture, binding a book. There're a thousand things he can do and thousands of things yet to be done.

Perhaps in our desire to succeed, and to be happy, there is something yet undone which we might tackle — Remembering — that to be happy, healthy and normal we must be busy — but not cramped by the pace and speed of mere existence or survival. Wherever we are now, and whatever our age — we were never meant just to rest at this point but to reach up, and reach out, to enjoy the thrill of being creative, of playing, of learning and doing something new—that is, something apart from our work and making a living.

The happy man has painted a picture—he's sung a song, he's molded in clay—he's studied the stars—he's worked on a lathe—he's built a cabin. Or perhaps he's sought a rare stamp—he's read a good book and he's seen a great play—he's made a rock garden — or again he's romped with his grandchildren—he's taught youth to shoot straight and tell the truth—he's read the Koran—he's learned from Confucius—he's practiced the teachings of Jesus.

And through all this — he's dreamed of northern lights—sage brush—rushing rivers and snow-capped peaks—he was a trooper and had a hundred things yet to do when the last call came.

Yes, leisure time—free time—spare time, properly used can restore some sanity to the pressures all around us today. And increased physical activity — whatever our hobby—will add spice and zest to life. I raise one question; Is there not some way by which we might get this message across?

I began by stating, what I consider to be, a few obvious facts or premises — I should like to conclude by asking a few questions and/or raising a few hopes.

1. The acceptance by the medical profession that H.E., P.E. & R. are important factors in the field of preventive medicine.

(*Continued on page* 31)

LEADERSHIP TRAINING IN RECREATION

JOHN THORSEN, Chairman
S.D.M.R.O. Public Relations
Town Hall, Cobourg, Ont.

The topic, "Leadership Training in Recreation" is to receive major emphasis at the 1961 *CAHPER Convention. John Thorsen discusses some aspects of the programme in Ontario.*

Training, for and on the job, is the main interest of Ontario's Society of Directors of Municipal Recreation as it heads into a new year. Now firmly established, with more than 100 Ontario recreation workers as members, the Society is addressing itself to a study "in depth" of the training needs of the present and future practitioners in the Province.

At its annual meeting and training institute in November, the Society continued its policy of self-training by conducting a three-day course in "techniques of Business Management in Recreation" for its members. The institute, the most successful of four held by the Society to date, was headed by Jack Dane, (Director of Recreation for Forest Hill) Director of Training. Leaders in the business field presented a variety of useful and practical talks on such subjects as office design and layout, filing, registration procedures, accounting, etc. One of the highlights was a paper prepared by retiring President George Kormos (Sudbury) on "Liability Insurance." (Cahper Journal, Vol. 27, No. 2).

Continuing its interest in the training of its members, the Society split the function of the training committee three ways: in-service training, under-graduate training, and institutes.

The first committee, under Chairman Bob Davison (Director of Recreation, Leaside), the Ontario Department of Education and the University of Western Ontario regarding the three-year in-service training course which is the basic requirement for qualification in the municipal field at present. In addition, it is to continue studies with the same authorities to develop further courses

The Executive—Ontario Society of Directors of Municipal Recreation

as post-graduate training for those who have completed the basic work.

The undergraduate training committee is to work with officials of the universities in the province, particularly the University of Western Ontario, for the development of an undergraduate degree course in recreation. Such a course was once offered by the University, and early reports indicate a good possibility of its being re-established. The chairman of this committee is Bill Pillsworth (Assistant Director of Recreation, London).

The institute's committee will continue to plan annual training seminars for society members, with the recommendation that future institutes include a provision for prior home study by participants. Included in Chairman Ian Thomson's (Director of Recreation, Etobicoke) committee, is Jerry Love (Assistant Director, Township of Toronto) who is also a member of the editorial committee of CAHPER.

The three committees will all work under the Director of Training, Jack Dane. Jack has been responsible for the society's training programmes as presently constituted and projected for the future.

The result of past emphasis on training was seen at the annual meeting, when 14 members, who had completed the in-service course in the past year and successfully stood for examination by the Board of Regents, were accepted as Fellows of the Society. As a result, close to half the total membership of the society is now thus qualified.

In the election for the new executive, William Jones, (Director of Parks and Recreation, Sarnia) was named President to succeed George Kormos, of Sudbury. Other officers are: Vice-President, Richard Watts, Brantford; Secretaries: Earl Davis, Burlington, and Laurie Branch, Waterloo; Treasurer, J. J. Keay, Scarborough Twp., and Directors, Wendell Brewster, Oshawa, and Ken Robinson, Peterborough.

Ontario municipal directors of recreation feel they have a unique form of organization and operation in the society. They still lack a source of formal pre-training for entry in the field. Continued development of in-service training, however, and interest by the society in the progress members are making, in addition to the valuable training institutes being conducted, are producing a growing body of well-trained recreation practitioners in the province. The support of government agency and lay organization should assure the continued progress of the field as a force in the life of the province and its people.

NEW BRUNSWICK YOUTH CONFERENCE

STAN SPICER

The following report by Stan Spicer appeared in March 1961 *"News Bulletin" of the Atlantic Provinces Physical Education and Recreation Association. It is indeed heartening to hear of conferences of this nature being held, and is indicative of the kind of action being taken across Canada.*

The first New Brunswick Youth Conference was held in Fredericton on February 9th to 11th. It was called by the newly appointed Minister of Youth, Honourable W. R. Duffie, for the express purpose of determining how best this new department might work toward the solution of problems facing the youth of New Brunswick. Approximately 130 delegates representing a wide cross-section of agencies and organizations involved in youth programmes were in attendance.

Delegates were divided into six groups to discuss and submit recommendations relative to the following areas of concern:

1. *Finance*
   Possible means of increasing the loans and scholarship assistance programme for university students on both the undergraduate and post-graduate levels. Specific scholarships for physical education students were recommended.
2. *Guidance and Counselling*
   A comprehensive programme for both school students and the post-school population especially in university and early employment periods.

(*Continued on page* 26)

THE ADOLESCENT and "PHYSICAL FITNESS"

SAM LANDA, M.D.
Saskatoon, Saskatchewan

In this paper, presented at the March CMA-CAHPER Conference, Dr. Landa presents some sound ideas on the subject of physical fitness and its relationship to the adolescent.

I would like to take this opportunity of expressing my appreciation to The Canadian Medical Association and the Canadian Association of Health, Physical Education and Recreation for sponsoring this very timely conference on physical fitness.

I am very happy to be here, and hope that my personal experience with Canadian adolescents may make some small contribution to the decisions we will reach, and the recommendations we will present tomorrow.

I will confine my remarks to the growing and maturing youth from the time he leaves public school until he reaches twenty-one years of age. This means the high school student, the university student, and the adolescent who for one reason or another does not go to college but must seek employment. We are living in the atomic age, everything has speeded up tremendously and our way of life, governed to a great extent by television, labour laws, atomic energy and automation—is changing almost from day to day. Social Welfare is becoming increasingly important and all people are becoming more and more conscious of wanting the most out of life. Unfortunately, the easier things are made for us, the less effort we must expend to succeed, the more complacent we become, we look for the easy way, yet tension, anxiety states, nervous exhaustion and psychoneuroses are on the increase all across the country and these conditions are not bypassing the adolescents by any manner or means. In the past, the commonest reasons for visits to a doctor by our maturing young people have been (1) Trauma (2) Acne (3) Obesity. Of late we physicians are very distressed by the increasing numbers of young people who present at our offices with nervous and functional complaints. To try to prevent change and progress would be a retrogressive step —therefore—we must do something to help our young people prepare themselves to withstand the pressures to which modern civilization exposes them, else they will break under the strain as they are doing in increasing numbers now. Because the adolescent is maturing both physically and mentally, we must give him all the assistance we can to become a strong, healthy, honest and responsible citizen. We can only do this through education, and we are here to discuss whether physical education is just as important as mental education in adolescents — whether physical fitness has anything to do with making better citizens out of adolescents—whether we are now giving enough time to our youth in teaching them the importance of keeping fit and are we giving them the opportunity to keep fit, and—lastly—and most important of all, does physical fitness or being in good physical condition make any real contribution to the health of the maturing adolescent—will it prevent sickness — will it shorten convalescence if he does become ill — will he enjoy life more if he is fit.

As a physician, my experience over the years has been that by and large young people who find time to keep physically fit usually feel well, seldom come to a doctor and are frequently mentally bright. They lose little time from school or work and grow into manhood with confidence and self-assurance. I would venture to say, and perhaps some very valuable research could be done here, that if a census were taken of our leaders in politics, education, the professions and business, we would find that a large majority will agree, that they make a special effort to keep in good condition and that many of them were athletes in their adolescent years.

Men of such national eminence as Paul Dudley White, the great Bostonian cardiologist, continue to ride a bicycle to work,

yet high school students today think riding a bicycle is for the birds. Perhaps it is time that they were educated to the fact that a bicycle is not just a means of transportation. I have a daughter in high school who tells me that the only compulsory exercise she gets at school is one regular P.T. period of forty minutes each week. This is woefully inadequate and in my opinion it is almost as bad as nothing. The school athletes, of course, get more than this but they are a select and special group who do not keep fit so much because fitness is desirable — they do so because they like sport and realize that they must be fit to excel at that sport.

What we have to get over to our young people is that being physically fit is important to everyone. It is the best and also the cheapest preventative medicine available to all. We must instruct our adolescents along these lines if we are really convinced ourselves. Over the past fifteen years, that is, ever since the termination of World War II, I have been closely associated with a group of citizens in Saskatoon who have realized the need for stimulating our adolescents to place greater emphasis on physical fitness. It is no accident of geography that Saskatoon has been the home of the well-known perennial football champion Hilltops, and the seat of the British Empire and Olympic trials, the Canadian Speed Skating Championships, the Canadian Gymnastic Championships;

(*Continued on page* 29)

ADOLESCENT — STUDY GROUP

Left to right:

Miss Ella Sexton, Inspector, Special Services, Department of Education, Toronto
Dr. S. A. Davidson, Director, Physical Education, Outremont High School, Montreal
Dr. S. Landa, Medical Representative, Saskatoon
Mr. Frank Hayden, Research Associate, University of Toronto, Toronto
Mr. M. Yuhasz, University of Western Ontario, London
Dr. Maxwell Howell, Assistant Professor, School of Physical Education, University of British Columbia, Vancouver

TRENDS IN CAMPING

HART M. DEVENNEY, M.A.

Basic to any discussion on camping must be the fundamental and controlling fact that camping, and this applies equally to all types of camping, is first and foremost living in the out-of-doors.

When we go camping, or when children go camping, they leave an ordered existence differing only in degree for each person and proceed to some place which is vastly different to their usual habitat.

In respect to children those responsible for organized camping should never for a second lose sight of the fact that our truly unique and primary obligation to these children is to help them enjoy, to appreciate and to grow in a simple unmechanized environment. And whatever our objectives are, specific or general, we should not dissociate them in our thinking from the milieu in and through which our results are obtained.

What then are the trends?

Objectives

In respect to the objectives of general importance, perhaps the most important is the emphasis now being made on getting back to the natural activities inherent in an experience coming from living in the out-of-doors. The artificiality of much of our modern living when we are in our home surroundings precludes much attention to learning about the natural world of which we are part. The big or little city dweller has become so identified with mechanized living that the skills associated with dependency on self have become shrunken through lack of practice. This trend towards the woodlands, with its many by-products of association is to be welcomed and it is predicted that it will continue. That this will be so can be confidently forecast because of the interesting experiments in outdoor education, formal and informal, which are now opening up new vistas of challenge to those who would camp in the out-of-doors.

Health & Safety

Sanitation and hygiene have always been pre-requisites for the sound administration of camping. The fact that all organized camps in Ontario have long had to hold a Department of Health license to operate is one indication of the importance of Health and Safety as far as the authorities are concerned.

However, there are trends in evidence respecting health and safety which are perhaps far more significant for camping than the licensing of camps. One of these relates to safety and the conception of what safety means.

Calculated risk has been referred to by many camping people in tones of understanding and appreciation. The semantics of the two words have been clarified to the extent that they no longer mean for camping, unwarranted hazard. Also, they are not synonymous with physical danger per se.

Calculated risk can be thought of in terms of adventure, of exploring new paths, of going from the known to the unknown, of learning in the broadest sense.

Consequently insofar as safety is concerned whether it be water safety, boating safety or safety in the woods, there is a recognition of the fact that if these concepts are not to stifle the need for adventure, calculated risk must be permitted to play a part. The really important aspect of this conception is that predicated on the hypothesis that there is a place for skill in the carrying out of a project involving calculated risk. And within the area of accomplishment where calculated risk may

Mr. Hart Devenney is a member of the staff of the Ontario Department of Education. One of his prime responsibilities is the Bark Lake camp. This camp is government operated and functions exclusively as a training ground for counsellors who become staff members of non-profit camps throughout the province.

be a requisite factor, the degree of skill is directly proportionate to the degree of calculated risk. Of course, all of this must be also related to the need for certain requirements for community living.

Leadership

Leadership in the organized camping field has long been given a high priority. Many volumes have been written about it. Instead of negating the influence and importance of all this background in literature it is the feeling of the writer of this article that more and more camp administration, committee members and camp directors are in positive agreement with the need for constant improvement of camp leadership of all kinds.

There are specific trends which seem worthy of mention. The age of the specialist seems to have declined in importance, to some extent at least. Camps are interested in staff having counsellor skills first and activity skills second. In other words very few camps now employ a waterfront director who does that and nothing else; or the crafts, music or drama specialist with no other responsibility; that day is rapidly disappearing.

This reference to specialists should not be construed that there is no need for concentrated approach which results in emphasis in training. The counsellor in organized camping must possess a variety of skills, physical and otherwise. There is a great difference between this and the specialization.

If we are to get "back" to basic objectives in camping, then the trend which seems to be evident more and more in regard to leadership is that the responsible leader in a camping environment will be desirous of improving his/her knowledge and ability with respect to that environment as well as recognizing the need to conserve it as a means to the growth and development of campers. Workshops for leaders are therefore including in their programmes areas of counsellor improvement related to nature craft and conservation.

Improved procedures for staff meeting discussions, the productivity of committee meetings well designed and set-up to do just this, as well as the practice of techniques of relationship which respect the aspirations of the other fellow, have all been leading to better leadership in camp. When it is recognized that leadership makes the camp to a great degree, then it is important to see that the trend is toward better leadership.

Program

It is inevitable, of course, that the most evident of all trends in camping should be occurring in the various areas of programme. Two reasons or influences should be immediately apparent to all who follow the developments in camping as these become noticeable either at conferences or in the visitations to camps.

The first is equipment. A glance through the buyers' Guide of the American Camping Association is revealing. The influence of plastics, fibre glass and other synthetics on boat construction, campcraft equipment and so on is amazing. Compact stoves requiring small amounts of fuel, both solid or liquid; nylon tents, sleeping bags of terylene; carriers of all sorts; gimmicks by the score; all are indicative of trends.

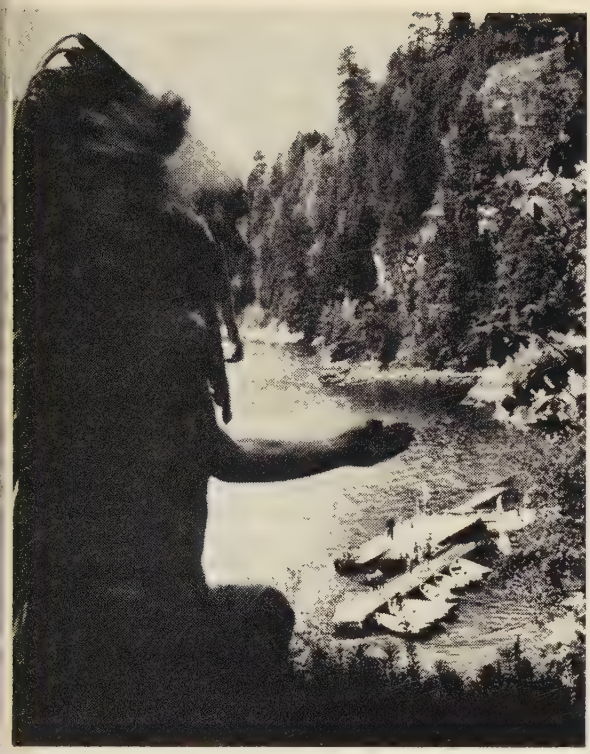
The second influence comes from a more subtle direction, and also to be expected. Our population figures have been enormously stepped up by immigration these last ten years or so. Customs, of course, from other lands have come with the newly landed and not the least of these customs have been new methods of using the out-of-doors for camping. Tripping and the use of government provided facilities; new kinds of transport—the kayak for example—have been demonstrated with success; the unique and often humble things which can be done around a camp; all these importations have pointed up new trends to the organized camp.

More and more de-centralized camping is in evidence. Programme organization on a rotary basis and the new processes of group organization have been tried and are being developed. At times the dangers of over-emphasis have been indicated by disastrous results. But by and large these trends in programme have been for the better especially in respect to those areas of programme which are desirable in a camp.

Operations

The new developments in packaged food

(*Continued on page* 28)



THE STUDENTS WRITE

INDIAN LORE A CAMP PROGRAM

By Bryce Taylor
Graduate Student U.B.C.
Physical Director,
West Vancouver YMCA

On the fringe of Indian Lore one is caught by the color and romance of the costume of another race. This race has no name for themselves other than "The People". Given the name by Columbus, who thought he had reached the land of India, Indian he has been called ever since. Whence he came may remain a mystery to man. The Indian, himself, says he has always been here.

The habitat of the North American Indian has now become the location for many of our present children's camps. We are teaching our children as he once taught his. Many of our camps are based on Indian Legend and although the camps' buildings and districts abound with Indian names, there is no formalized Indian Lore program in a majority of camps.

Indian Lore groups studying the origin of the North American Indian soon discover that their past is a part of the history of our country. Through Indian Lore, a greater understanding and appreciation of the founding and growth of our country can be developed.

Thus Indian Lore, acting as an integral part of a camp program can further contribute to the well-rounded education of youth.

Aims and Objectives

AIM:

To present a program of dances, crafts, and legends that is not only fun but educational to the camper. The ultimate aim is the completion of a complete Indian village.

OBJECTIVES:

1. To stimulate interest in our own country which was inhabited by these people before the white people came.
2. To give the camper a better understanding of the way of the North American Indian.

EXPECTED OUTGROWTHS:

1. Cultural aspect from exposure or study of another race, our only native lore that we have.
2. Lessens or tends to correct the information engendered by biased texts or movies.
3. It can be responsible for development

of a toleration to minority group culture and customs.

4. An appreciation of the decorative design and mode of color.
5. The acquiring of skills in crafts and a skill in basic living.
6. Learning of moral values through the high concepts held by the Indians.

A Way of Life

As one searches deeper and deeper into the ways of the North American Indian a realization occurs that here is a culture from which we can learn many things.

However he may be studied there are some generalities that can be made forming the heart of Indian Lore. He met the white man as a friend. He taught those who "discovered" him much that led to their survival in North America. The Indian had developed his senses to the fullest, for his survival depended upon them at all times. All nature was his school and he mastered his lessons well. He was not the wild man of the celluloid world or the television screen, but a human being with emotions, needs, likes, dislikes, and attitudes of his own natural environment. For the most part he lived in peace with his neighbors. In instances he formed political alliances that, as illustrations of full democracy, are hard to surpass. Within his own tribe and family he was happy, fun loving and fond of games and song. Where his struggle for existence permitted, he developed a high degree of art. The Indian has been known as the apostle of the out-of-doors and his example is what young campers of today need most.

The culture and civilization of the Red Man was fundamentally spiritual in nature as compared to the White Man's materialistic outlook. The question in the Indian's mind was not—how much goods or possessions have I but how much service have I done for my people?

We have been led to believe that the Indian was an atheistic non-believer. This was not true. The Indian's creed could be stated as follows: There is one Great Oversoul, the Great Spirit, and to Him we are responsible. Him we must approach with reverence. His favor may be won by prayer and kindly sacrifice. The soul of man is immortal, where it comes from and where it goes no one knows.

The chief aim of man is the attainment of manhood achieved in:

the body way
the knowledge way
the spirit way
the tribal way

Death is approached without fear, trembling or the thought of things undone, but with the knowledge that he is going to the next world.

So we can see that Indian Lore becomes rather meaningless to the camp program if depth of understanding is not reached. It becomes a meaningless jumble of misrepresented and mistaken ideas that can only be corrected by an intelligent and educational approach to the study of those who "lived here before us".

Program

A well rounded program should include such areas as crafts, dances, living habits, stories, legends, pageants and games.

Many program ideas are available at local libraries which should prove worthwhile to the Indian Lore counselor.

Indian Proverb:

Do not judge a man until you have walked in his moccasins for seven days.

SOURCES OF INFORMATION AND ASSISTANCE ON RECREATION IN MANITOBA.

A booklet with the above title has been compiled and published by the Department of University Extension and Adult Education at the University of Manitoba.

This is a valuable publication which provides direction for those seeking assistance and information in planning, or conducting, recreational activities. It lists current periodicals, organizations concerned with recreation and physical education, etc.

The supply of this booklet is limited, but persons interested in obtaining or borrowing a copy should contact the Department of University Extension, University of Manitoba, or a member of the CAHPER executive.

A GUIDE FOR HEALTH TEACHERS

STEWART A. DAVIDSON, Ph.D.

(This is the final article in the series by Stewart Davidson in which he has presented various aspects of the problems associated with "Health Education". His discussions should provide food for thought for the health section at the June Convention.)

It would not present a true picture if we were to suggest that all criticism of health is destructive. In the same Royal Commission Report on Health Education for Alberta from which we extracted some of Dr. Millar's most pungent criticism, there were also some very constructive recommendations for the teaching of health worthy of our thoughtful consideration. Some of these are quoted here:—

1. "In brief, this (programme) provides some instruction in cleanliness and care of the teeth, food, sleep, safety and first aid, in the first three grades; some first aid and safety instruction in grade 5; formal teaching of nutrition, and feeding experiments using animals in grade 6; formal teaching of bacteriology and some microscope work in grade 7; public health instruction in grade 8 and some elementary comparative physiology and biochemistry in grade 10."
2. "At no time, from grade 1 to grade 10 should the teacher speak in terms of 'diet'. Eliminate the word from the school vocabulary, and leave it to the medical profession. Teachers should refer only to good food and good meals. There is only one important nutritional idea that is worth any effort; **eat all types of food.**"
3. "First aid instruction could be completed in this grade (5). This will probably require knowledge of the gross aspects of the circulatory system to explain hemorrhage and its treatment."
4. "I propose that nutrition should be dealt with in grade 6 during science periods. I visualize a certain amount of formal teaching of the physiology of the digestive tract and of the elements of nutrition . . . nor should children have to plan the meals for a family for a day, or compile scrapbooks illustrating the latest of the lithographer's art. Grade 6 pupils should be encouraged to put away childish things."
5. "I would reserve this grade (7) for elementary bacteriology which, like nutrition, would be separated almost completely from the topic of health and would be covered during science periods."
6. "About 50 percent of pupils who start school in grade 1 never enter grade 9. For this reason I think it important that students see bacteria and learn something about public health services before grade 9. . . . It is my impression that the present course content is adequate for this purpose, but the material must be reviewed by a group of public health specialists."
7. "I suggest that any teaching of physiology and biochemistry that is considered necessary be incorporated in a new biology course."

I would like to conclude this discussion by reporting on a study conducted by Warren E. Schaller, of Ball State Teachers College, Indiana, which appeared in the Research Quarterly, October 1960. This study dealt with "Health Needs and Interests as

a Basis for Selecting Health Content in Secondary Schools."

The problem of this study was to determine and analyze the health needs and interests of selected secondary school students in Indiana. A valid and reliable inventory was developed and four adaptations were administered to (i) students, (ii) parents, (iii) health teachers, and (iv) physicians. The parents, health educators and medical doctors were in agreement on the basic health needs of the high school student but the adult and student portions of this sample were in some disagreement on what the high school child needs to learn about health.

The four groups involved in this study gave the most emphasis and had the highest agreement in the areas of (i) understanding mental health and mental illness, (ii) personal care of the body, (iii) understanding harmful habit-forming substances, and (iv) the importance of activity and rest.

It was also agreed that the areas of (i) structure and function of the human body, (ii) community health services and facilities, and (iii) official and voluntary health programmes be given the least emphasis.

It would appear that we could summarize this series of articles on health teaching with the simple statement that it remains a controversial subject and one that is worthy of serious study by our health educators at both Branch and National levels.

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McMASTER UNIVERSITY

The Department of University Extension extends cordial greetings to the 1961 Biennial Convention of the C.A.H.P.E.R.

The following courses towards the Bachelor of Physical Education degree will be offered at the 1961 Summer School — July 3rd to August 12th:

P.E. 5e3 and 5f3
(July 3rd to July 21st)

P.E. 5c3 and 5k3 (men only)

P.E. 5m3 (women only)
(July 24th to August 10th)

You are invited to visit the offices of the Department of Extension during your stay on the campus — 132 Arts and Administration Bldg., and ask for the Extension Department Calendar which outlines completely the work of the Department.

Research Report

RESCUE BREATHING BY EXPIRED AIR

Abstract of Special Report "A" of the AMBU—International, Copenhagen, December 1st, 1960.

In a number of countries Rescue Breathing by expired air is now being promoted officially and taught. Other countries are prepared to follow. The following report is based specially on the practical experiences in the Falck Organization in Denmark and The Life Saving Society in Switzerland and on investigations by Dr. Henning Ruben, Copenhagen and Dr. Arne Ruben, Sweden.

Manual resuscitation methods versus insufflation method:

A number of countries have decided to propose the expired air method as preferable, but also to teach and recommend a manual method like Holger Nielsen. (Denmark, Sweden, Switzerland, Austria, Australia, New Zealand, Holland, Belgium and maybe others, who we do not know). (Germany is expected to follow very soon.) The Danish Army has abandoned Holger Nielsen.

Expired air insufflation through the nose or through the mouth:

Reasons, given below, showing that air does not often enter the stomach when blown through the nose, but that air easily enters into the stomach if blown through the open mouth, has led to the following preference:

(i) use the mouth to n o s e method as first choice

(ii) use the mouth to m o u t h method only if the nose is clogged.

There has been some discussion in the literature whether the nose may be found clogged too often to advise the mouth to nose method at all. But investigations by Burhanan, Australia, and by Arne Ruben, Sweden, (on 671 conscripts) have shown that they have found only about 2% of the persons with closed nasal passage. And the reasons to avoid air entering the stomach are so important that one should emphasize an attempt at blowing through the nose first of all.

Experiments have shown that air pressure in the pharynx above 15 cm H_2O opens the airway to the stomach

Clinical experience also has taught that air seldom enters the stomach, if one uses the bag and mask method or expired air insufflation through the nose, but that air easily enters the stomach when one uses mouth-to-mouth respiration with or without adjuncts which give a free passage through the mouth.

Investigations by Henning Ruben, to be published shortly, have shown that the way to the stomach opens as soon as the air pressure becomes higher than a certain value, which differs from person to person, but may be as low as 15 cm H_20. By avoiding such pressures one can prevent the air from entering into the stomach, and this is accomplished if one uses the nose as a nozzle. Using the bag and mask insufflation one keeps the chin pulled up and the mouth practically closed, so that the air enters primarily through the nose, or, if this is clogged, through the teeth by separating the lips digitally. The teeth then act like a pressure-reducing nozzle.

Dr. Norman Delarue's comment:

"The emphasis on mouth-to-nose technique is I think important and one with which we have not had enough experience in the past. The fact that there is evidence clinically and experimentally that air entering through the nose will not readily enter the stomach is, I think, worth stressing for the Director as is some stress on the fact that blowing air through the teeth has the same effect as blowing through the nasal trap. The simplicity, therefore, of the Head Tilt method without any great attempt to separate the teeth or open the mouth even if mouth-to-mouth respiration is used becomes an important concept in making teaching more easily accomplished." One should avoid blowing air into the stomach as this provokes regurgitation of the contents of the stomach which is dangerous if aspirated into the lungs.

Should air, if it does enter the stomach, be pressed out?

Against earlier recommendation air should not be pressed out by the layman. (Some exceptions not to be discussed here). The pressing out will provoke regurgitations of other contents of the stomach as well. Should one press the air out, one has to take care that the head of the victim is turned in a sideward position to permit the regurgitation matter to flow out.

Shall one try to get water out of the lungs of a drowned person before beginning the insufflation? — No: for the following reasons:—

1. Loss of time, since the victim has only a few minutes to live if no air is blown into the lungs. Just this action may absorb the last seconds left for successful revival of the patient.
2. One cannot get the water out of the lungs as it is retained by capillary force. Water which discharges itself from the person comes from the upper airways and/or the stomach.
3. Evacuation of the water in the stomach may provoke dangerous regurgitation.

Therefore, one must begin immediately with the job of getting air into the patient. The little amount in the bronchii is negligible, and blowing this into the lungs does not generally cause evacuation of the water in the stomach. These facts have been emphasized and will be published by Arne Ruben. Ruben filled the lungs and the stomach of the corpses separately through two catheters with defined quantities of water. He tried to squeeze water out manually and by inflating air into the lungs and into the stomach separately. He did not get the water out of the lungs but water came out if he blew air into the stomach. Blowing air into the lungs only did not cause water to leave the stomach, so that the pressure of the diaphragm as it descended on inspiration on the stomach did not have this unwanted effect.

Dr. Norman Delarue's comment:

"The reasons for not compressing the stomach particularly at the inception of "rescue-breathing" are excellent and bear out the stress which we have thought should be always laid upon the urgency in initiating respiration at the earliest possible second.

They stress here, I think, a point about which you had some question yourself last year in emphasizing the fact that the water within the lungs is of no practical significance at all in the problem of rescue-breathing since the problem is one of getting air into the lungs past the obstruction of the water by positive pressure means. It is, I think, one important indication of the superiority of rescue-breathing in comparison with the manual methods of artificial respiration".

Shall adjuncts be used for expired air resuscitation?

The chance of having an adjunct or apparatus on the spot, when the non-breathing person is found, is improbable so that the best effect is obtained with use of mouth to nose/mouth and only—let us say—a handkerchief between the victim and themselves. Even if an apparatus is available, the first insufflation should be done directly in order to avoid losing a single second.

By merely tilting the head one opens the airways, and by closing the mouth ("pulling the chin") one opens the airways still more to a fully adequate (and often larger than normal) lumen. This grip is so easy that it can be learned, and it permits the use of mouth-to-mouth alternatively without any loss of time. It also permits blowing into a mouth with only slightly opened lips, thereby keeping the teeth together, reducing the pressure of air.

The sequence of resuscitation taught here is thus the following:

On discovery of the victim, and with no special circumstances to prevent it:

The first person able to do it must blow air into the victim through the nose quickly ten times, and thereafter at a normal rhythm of 12-15 times per minute. After the first insufflations the rescuer may call for help. If the nose is clogged, the rescuer blows through the slightly separated lips. He uses the, Head Tilt, Pull the Chin, method.

Teaching and Training:

As easy as this method is to perform, it is also necessary to teach and to practise it properly. When blowing into the mouth one should try to learn to blow sufficiently gently in order to avoid air entering into the stomach.

ADVENTURE TO THE GREAT SPIRIT

(*This material was originally written for the Canadian Camping Magazine and was submitted to the CAHPER Journal by our Secretary Mr. C. R. Blackstock*).

Adventure for anyone is a stimulant. It is a stimulant because, to a greater or lesser degree, there are some or all of these aspects to the event or experience: danger, risk, the unknown, the untried, possible failure, and sometimes healthy fear which induces appropriate caution.

Adventure is an instrument of the educator. Adventure makes the learning memorable because it is tinged with colour and risk, and challenge. It can bring into sharp relief the basic knowledge and skills learned and drilled in the "class" situations. Through adventure the untested skills can be proved against the measured or calculated risk provided by the terrain, climate and circumstance.

Knowledge and skills free the individual to act. We recognize ignorance as a binding, limiting factor which hems in the very spirit, shrinks it and over a long period deadens it. By adding the element of adventure to educating experiences we give reason for acquiring more knowledge and a wider and more thoroughly developed range of skills.

Someone is sure to raise the question of safety at this point. But what is education, all education, if it isn't safety education. Knowledge increases the chance of survival. Skills learned and developed reduce the risks associated with action. There is a normal risk in any situation. This risk is increased when ignorance is associated with the situation. Lack of appropriate skills mean awkwardness, a heightening of the related hazards.

In camping we can make full use of adventure in the experiences and in many of the activities that make up its days and nights. Let's do this! Good directors have always done it! Let us all be conscious of this great aid to outdoor education, our specialty.

If the adventures are planned, announced and built up beforehand, there will be a dividend of anticipation. We add purpose to the aquisition of knowledge and skill necessary for the adventure. Campers will strive the harder when they know there is new adventure coming, new experience to be had.

As directors we have to be prepared for failure which means that the campers have to be prepared for it too. They may come back to camp scraped, weary, wet, bedraggled. They may have lacked the strength, the fortitude and the knowledge to reach the goal. They may have lost or damaged equipment and gear. Even so, if we as directors and staff, have done our job of getting to know each camper of the group and have gauged the adventure to nearly suit the group, the campers will return only to renew their assault.

On the other hand, if they come back having reached the goal even under trying conditions, then, how rich is the experience in retrospect! And what can add more effectively to the self-reliance, the composure and the all-round education of the camper than the experience of scaling the difficult face of the mountain, finding the lost lake, sailing the intricate passages, or more than matching the opponents in the contest. What a pyramid of learning is contained in these words "I didn't know I could do it!"

Make in-camp activities add to the campers' knowledge of the out-of-doors. Provide the time, instruction and practice so that the campers "habituate" the basic skills. And then, having unbound them, put their feet upon the trails they have not travelled, point their canoes and horses towards the secret places of the wilderness, and their spirits upward to the high places. Adventure will be their constant companion, whetting the appetite for more exploration and discovery.

How else than through adventure can the wonder and the beauty of the creation of the Great Spirit be known!

VOLLEYBALL INTERPRETATIONS FOR WOMEN

A meeting of judges, officials and coaches of volleyball was called by Helen Stewart, National Volleyball Chairman, C.A.H.P.E.R. The purpose of the meeting was to discuss rules, interpretation, officiating and Board organization with a view to clarifying the Canadian picture and raising the standards of volleyball playing and officiating.

Several questions arose out of the meeting and these were sent by Miss Stewart to Miss Martha Verda — D.G.W.S. Volleyball Rules Interpreter. The questions and answers are listed below.

Question 1—The first interpretation concerns the underhand volley. I understand that, at the volleyball session at the National AAHPER Convention in Miami last spring, the question arose as to the legality of the underhand volley in women's rules. I have also been given to understand that the point of view was established that an open-handed underhand volley was illegal (must be done with fingers flexed).

Answer 1 —Underhand volley. Open-handed underhand is legal, fingers flexed or not.

Question 2—Would you distinguish between the two violations: Pushing and Holding so that our officials may be given a clear-cut interpretation.

Answer 2 —**Pushing** — usually occurs on an overhead (overhand) play. Contact and follow through ON the ball with no recoil. Very often this can be distinguished because there is not contact SOUND (hit-release). **Holding** — occurs when the ball comes to rest momentarily in the hands. Can occur overhead or underhand. No instantaneous contact.

Question 3—Rule 8:1(f) — a) Ball is given impetus by the holding hand — Some referees feel this rule is ambiguous, because the ball can be given upward impetus. To stop players, for instance, on a sidearm serve from starting with the ball well back and swinging it forward with the holding hand before serving it, could the rule be interpreted as: Ball is given forward impetus with the holding hand? (b) Which interpretation is correct re the impetus on the serve (a) if a server tosses the ball forward in the air before hitting it the serve is illegal or (b) forward impetus can be given while the server is holding the ball, if she moves with it.

Answer 3 —Impetus with the holding hand means the ball may not be delivered out of the holding hand with a throw, hit, slap, volley etc. FORWARD.

Question 4—Would a player who is in the right forward position but who spikes at the centre position be considered consistently playing out of position? In the same way could one of the back players come up for a spike?

Answer 4 —A person playing RF and spiking at the centre position would be legal provided she does this to save the ball, and does not consistently interchange because she is the stronger spiker. A back line player may not spike at the net.

Question 5—Rule 1 (4): What is the interpretation of the serving area behind the court? We have several interpretations here and are wondering which is right: Some limit the serving area to six feet behind the end line. Others interpret the rule to read that there must be a minimum of six feet allowed for service. The server may go farther back than six feet if she wishes. What do you consider to be the maximum and minimum and which line of thinking is right?

Answer 5 —The serving area is six feet deep. The server cannot go **farther back** than that to serve. That is the **maximum** distance. And the service areas extend from extentions of the side lines. (as you know).

Question 6—Perhaps our biggest problem is with "holding" — The following has been circulated to us as an interpretation of a legal volley — would you kindly give your opinion, and if you have a better interpretation, then please send it on.

A legal volley:

(a) when there is **no** direct follow through

in a manner of continuous contact with the ball, without a recoil action, and **no** relaxation of fingers or hands against the ball.

(b) The contact must be very short, and the recoil must prove that the hands, palms, or fingers do not move with the ball.

(c) when hit with both hands the ball must be contacted simultaneously to avoid a double touch.

(d) the underhand volley (under waist, and backward overhead) must show an emphasized recoil after a short contact.

(e) the Set-up — recoil action but more freedom in the follow through after a **short** contact.

Answer 6 —I like that interpretation you have of a legal volley. In fact it is quite excellent.

"Several questions arose out of the Intercollegiate Volleyball tournament, and the Feb. 11th meeting and again, we would appreciate your guidance.

Question 1—It seems that it might be a good idea for the officials, at half time, as the basketball officials do, to ask the teams for any complaints, suggestions etc. There is a great variance in opinion, in our circles anyway, on just what is holding so that often a team finds that it does not understand the calling of violations or fouls. Am I right in thinking that this procedure is not in the rule book? Might it be a good idea to adopt this policy?

Answer 1 —I think it is an excellent policy to answer questions, discuss various decisions, take complaints etc., at half time. This makes for better rapport, and a better game all the way around. Regardless of what the book says, or doesn't say, a good official should use her judgment. If this kind of thing creates better understanding and efficiency, by all means it should be done. It's a policy worth considering for the next volleyball guide.

Question 2—Our officials are calling "sticky" balls as holding. I was strictly a spectator at the volleyball tournament, and was interested to hear "holding" called on a play and the next minute observe a girl, when serving, allow her hand to follow through with the ball in a very "sticky" fashion. When I mentioned this fact, some of the officials said: "that is another matter, another skill entirely." What bothers me is this: We have one excellent team in the intercollegiate circle, two above average, and three average, on intercollegiate standards. To me, a tournament should be fun but it ceases to be so when the calling is so strict that the teams, to avoid being called for holding, resort to fisting the ball. Our volleyball experts feel that the players will realize just what is required, and so will eventually learn to receive the ball with a recoil action. But it is going to take some time and, in the meantime, some officials are fiends on calling holding. And this serving tactic makes me wonder — how far are we going? I remember when the Rochester Examiner gave me my National rating in basketball, said to me, when I asked her how strictly one should referee she said: An official should control the game, and her level of calling should be that of the better team in order to make a game. When I mentioned this at the tournament of Feb. 11th, I received the answer: "That is basketball; this is volleyball and something else." But I wonder. What is your opinion?

Answer 2 —An official using good, sound judgment, must realize that the game is for the players and that the fun, competition and skill can be destroyed by calling a game too closely. The level of an officials decisions should be geared to the better skilled team, in my opinion. Offiiciating policy, does not, in my humble opinion, necesarily change with the game played.

Question 3—Your comment in your Feb. 9th letter that you would disagree with underhand hits having to be fisted is interesting. As it is now, our players are not able to return an underhand ball with the fingers in recoil action so that to avoid holding, they tend to fist. Would you explain your remark. Are the officials being too strict, or are the players not skilled enough?

Answer 3 —Re: Underhand volley. It is possible that your officials are too strict. This I cannot say. However, I do know that the openhand, underhand volley can be done correctly without holding. I've taught it for years and had much success. Occasionally I find a student who has real difficulty, and then I teach a two-fisted hit. Even here both fists must be used very equally or the volleyball is unsuccessful. I know it can be done.

12th ANNUAL MAPER CONFERENCE

The Maritime Association for Physical Education and Recreation held its annual conference at the Young Men's Christian Association, Saint John, New Brunswick last November 18th and 19th. This was a highly successful conference in terms of attendance, information gained, and business concluded. The following are some excerpts from the conference proceedings:

"Ave atque Vale —

It is customary for the president to bow out with a few words of advice to those who follow. During the past year a sincere attempt has been made to draw more and more members into the M.A.P.E.R. programme. If you were to count the executive, the researches, the Conference committee, and the Bulletin contributions, you would find that sixty-seven persons had a hand in our operations during 1959-60. The success of any organization is at the grass roots. Use these capable people to advantage, set them to work, for then, and only then, will they believe that M.A.P.E.R. is a part of them and they are a part of M.A.P.E.R."

(from the President's Report)
John W. Meagher

Physical Examinations in the Schools

"Letters were written to the Minister of Education in each of the Atlantic Provinces urging that Department 'to ask all school districts to implement more thorough programmes of medical examination and to establish more rigid procedures so that unnecessary accidents and absences might be avoided in the future'.

The Newfoundland Department of Education replied that they would be glad to cooperate in this matter and an item to this effect was to appear in their next monthly Newsletter to teachers and boards.

Nova Scotia discussed the matter fully at a staff meeting of the Elementary and Secondary Education Division. Their Physical Fitness Branch prepared a form for medical examination which was to be recommended to the local school authorities. Nova Scotia also recommended to the local authorities that they study accident insurance plans in effect in some schools with a view of protecting themselves in case of accident.

New Brunswick replied that Mr. Spicer, Director of Physical Education and Recreation, realized the need for extra care and 'would endeavour to emphasize the need for continued and greater caution'."

(Mrs.) Della Cody
(from the Secretary's Report)

YOUTH CONFERENCE

(*Continued from page* 12)

3. *Rehabilitation and Delinquency*
   A broader system of juvenile courts and treatment clinics.
4. *Cultural Improvement*
   Methods of encouraging greater interest and participation in such activities as music, art, drama and crafts.
5. *Employment liaison*
   Methods of analysing employment requirements, trends, educational standards needed, etc.
6. *Sports and Recreation*
   Since this is perhaps the area of most interest to physical education teachers and recreation leaders it might be well to mention some of the recommendation made by this group:
   (a) A year-round centre for leadership training courses, conferences, institutes, etc.
   (b) A system of financial assistance to students in physical education and recreation courses and financial assistance to professional workers in these fields wishing to undertake further training.
   (c) A study of possible financial assistance toward construction of recreation facilities.
   (d) Extension of outdoor recreation facilities in the province.

The conference was significant particularly in that it brought together representatives from so many youth agencies and provided an opportunity for a searching look at present needs as well as present programmes.

FOOD FOR THOUGHT

Many of us try to differentiate between amateur and professional sport in terms of the financial reward to the participant. We need to take note, and emphasize, what for physical educators are far more important differences.

In terms of the participant:

AMATEUR SPORT is an avocation for one's leisure hours; can be re-creative; and assists toward the physical and mental fitness of the participant:

PROFESSIONAL SPORT is a vocation for one's work hours; can be wreck-creative; and assists toward the amusement of the spectator.

The fundamental difference perhaps, can be stated in one sentence. Those interested in promoting amateur sport are looking for money to make men; those interested in promoting professional sport are looking for men to make money.

ANY SPORT PROGRAMME CONDUCTED BY ANY INSTITUTION CALLING ITSELF EDUCATIONAL SHOULD, THEREFORE, BE TOTALLY AMATEUR, TO BE IN ANY WAY JUSTIFIABLE.

Submitted by N. A. Beach,
Secretary, O.F.S.A.A.

"It is believed that those in Health, Physical Education and Recreation will do well to affiliate with other teachers and give their support to the total program of education, for the health of the school child is of primary importance in the educational advancement of youth. Health involves not only prevention and curing of disease but also vigorous exercise for good condition and relaxation through recreation."

(From the Annual Report of the World Confederation of Organizations of the Teaching Profession held at Washington, 1959.)

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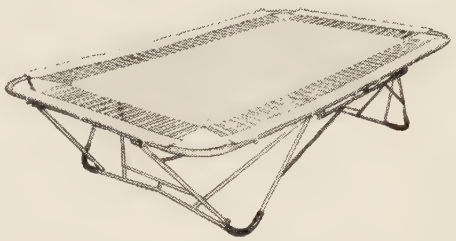

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CAMPING TRENDS

(*Continued from page* 16)

have shown distinct trends. All these have occurred since the end of World War II. Critically speaking some have been good, most have been expensive and there are many upon which much more research is needed. Ideally they probably will find their best use in out-tripping and cook-outs. Too often, however, they have taken some of the fun and adventure out of camping, especially if the food in packages has been wholly pre-cooked.

There is most definitely a continuing trend toward better business methods being used by the smaller camps. The private camp operator must do this if he is to stay in business; but the small, short term camp has not always been noted for good methods of buying, of planning, of recording, or of evaluating the operations to which thousands of children go each year. Increased control of food services from a sanitation and hygienic standpoint have been in evidence.

Service Operations

There have been improvements in camp facilities, of course. That is inevitable; but the trend in this respect has the danger of over-emphasis. If these improvements are not constantly related to the stated objectives under which the camp operates, the result is that a glorified summer hotel area has been evolved, an institution erected, and change in outlook is almost impossible. Unfortunately for camping the private camp operator has been guilty of following this trend more than the non-profit agency or organization. However the more dedicated and sincere of the private camp operators have recognized the pitfalls and have planned to avoid them.

In connection with facilities there is growing recognition that sound maintenance policies will "pay off" in the long run. This is true particularly of the large established camp. Year round maintenance attention is being provided for more and more of the vast physical investment which would total, at a conservative estimate, of nearly six million dollars in Ontario alone.

Statistics

The trends in regard to the statistical side of camping have been steadily indicative of increases since 1950. A quick glance at some of the most significant figures will suffice to convince even the most skeptical that we are in a rapidly expanding area of our culture.

It is reported, for instance, that in the sale of tents and sleeping bags the number of sales has jumped over 50% since 1953. One firm alone in 1959 expected to sell 50,000 and over 7,000 tents. This year was 15% more than in 1958. Other firms, up until the middle of 1960, have indicated comparable sales increases in portable stoves and out-of-door kitchen equipment.

There were 1,200,000 camper days of use made of national parks in 1958. In Ontario 70,000 camping permits were issued to individuals for use in Provincial Parks. This was 13,000 more than in 1957. It has been reported, although definite figures are not available at the time of writing, that the figure for 1960 will be close to 100,000. Further expansions are being planned for 1961.

Insofar as organized camping is concerned it is rather difficult to give even an accurate estimate. Suffice it to say that the trend in attendance is up and still increasing.

Perhaps the most significant incipient trend is the relationship with outdoor living now showing up in the schools, particularly in the Metropolitan Toronto area. It is the realization that formal education does not necessarily need be confined to the bare walls of the classroom. The Outdoor School project wherein all Grade 6 pupils from all Toronto schools will have had an experience in learning over a week long period, will complete its first year of operation in June, 1961. There is unanimous agreement that this on-the-spot school programme brings children real life experience with those aspects of natural history, social relationships, and community living which has lasting values. There is a close affinity with organized camping here which should not be passed over lightly. Further the concern being evidenced by the conservationists is beginning to reach the ears of the authorities. This type of project has also some implication for camping people. In both of these instances the creation of a love for the out-of-doors has a carry over value which relates itself to what might be done in camps.

All methods and practices which are used to bring about the results we desire should be geared to the proposition of helping children develop in an optimum manner. Thus we seek to draw on the resources we can find in every field or discipline of learning. Although there are significant trends in camping which it is wise not to neglect it should be emphasized that the sources from which we draw inspiration, guidance and direction should be kept in balance. While simplicity is showing up in the trends of camping let it not be supposed this means simplification and a return to an almost primitive camping philosophy.

Think of the development of the camper as an entity as well as a member of the group. The camper has needs and desires, he has interests and concern, all apart from those fulfilled for him through the inevitable and induced planning, group sharing, playing and living together.

A good camp will do this where there is good leadership. And the good leader keeps abreast of the trends which give guidance to his thinking.

"The work an unknown good man has done is like a vein of water flowing hidden underground, secretly making the ground green." Thomas Carlyle

ADOLESCENT AND FITNESS

(*Continued from page* 14)

this all requires effort and dedication on the part of many men and women in many walks of life. People must be prepared to give of themselves and their time to help push our youth along the path we think will make stronger, healthier, and better citizens.

Therefore, it will take the willing cooperation of groups of adults all across the country to help us get our ideas across. We must sell the idea to the fathers and mothers before we can convince the adolescents. We must convince the physicians, physical educators and teachers before we can convince the fathers and mothers. Doctors are not easy people to convince because of the very nature of their training. Research and statistical surveys must be carried out. There is no doubt an increasing awareness on the part of physicians all over the world that experiments must be done on such important subjects as — The effect of exercise on strengthening heart muscles — Maintaining patency of the coronary arteries—Delaying and preventing hardening of the arteries and preventing or allaying nervous tension. One sees an increasing number of articles in the current medical literature on these subjects and we should study these and publicize proven facts.

Adolescence can be divided into two main groups (1) the student at high school or college who can be greatly influenced in his attitudes by his teachers and (2) the employee who has left school and is working

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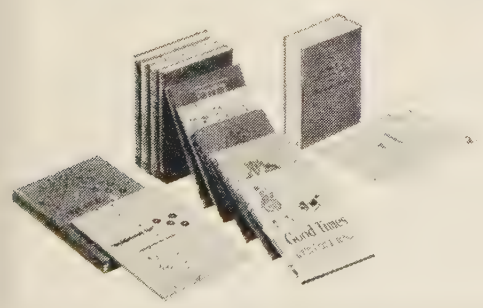

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at a job whose attitudes can be influenced by his employers. The two groups will be made up of (1) athletes who keep fit in order to participate effectively in the sports they love and (2) the fans who must also love sport but did not feel it worth the effort to condition themselves to be participants and therefore take satisfaction in watching others perform. The athlete and the fan have one thing in common — they have very little appreciation of the desirability of physical fitness from the health standpoint. This is evident when we see star athletes allow themselves to deteriorate physically as soon as their playing days are over.

We have been asked to express our personal ideas and opinions and this I have tried to do, albeit in a somewhat disjointed fashion. I am in complete accordance with any effort on the part of this group to set machinery in motion which will increase the awareness of our adolescents to the value of physical fitness from the standpoint of better health for all. Certain of our politicians believe that better health will automatically result from a government-controlled, compulsory prepaid medical plan. In my opinion this is utter nonsense. Better health will only come from an educational program — broad in its scope — that will teach people how to look after themselves, how to keep from getting sick, how to eat, how to rest, how to work, how to play and how to live. A rich man may manifest many evidences of so-called abundant living but if sick, he has abundant misery. The sad thing about civilization today is that good health is taken for granted and very few people have learned that to keep well requires effort. Many people appreciate the blessings of good health only when they develop some chronic illness. If we really believe that man is created in the image of God, we should elevate man both physically and mentally to his greatest possible potential.

Before closing, I would like to leave one thought with our physiologists, who have suggested that before we believe something, it must be proven scientifically. Many people in this country believe in God —they go to church and feel better for it. Similarly, many people exercise because they feel better for it. Anything that makes a person feel good, is good for that person.

"A daily period should be devoted to some branch of organized physical activity in all junior and infant schools; pupils attending senior and central schools should have three normal periods of gymnastics training each week in addition to a weekly period in the school time-table for games and/or swimming."

British Medical Association's
Physical Education Committee.

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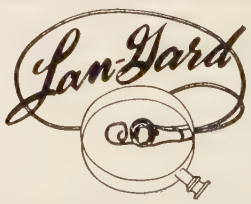

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ADULT PHYSICAL FITNESS

(*Continued from page* 10)

2. That the aims and objectives, particularly of P.E., be clearly outlined and that these accepted aims and objectives be endorsed by both Associations.

3. That every effort be made to establish a "continuing joint committee on Physical Fitness" and that the various branches of the C.M.A. and the C.A.H.P.E.R. be encouraged to set up similar committees in their respective branches. It must be noticed that individuals in both Associations have enjoyed, and I am sure will continue to enjoy, a certain degree of interprofessional fellowship and support. To a large degree, however, this has been based on personal rather than professional relationships. With encouragement, and some direction from both National Offices, I feel confident this mutual understanding and cooperation can be extended.

4. That we recognize the diversity in the broad field of H.P.E. & R.—just as we recognize and appreciate the very wide degree of specialization in the general field of medicine. On one hand you have the health educator, who is concerned primarily with health teachings and health services; then the athletic coach, the teacher of Physical Education, the playground leader, the recreation specialist, who might be a gardener or a skier. Each should approach his "speciality" with knowledge, enthusiasm, conviction and dedication. Each must realize that the particular activity for which he is responsible can make some contribution to the improved health and fitness of the individual or group involved.

5. That both National groups, the C.M.A. and the C.A.H.P.E.R., it seems to me, must agree on certain fundamental and educational policies, such as:—
   - A. At what age should body contact sports be encouraged and/or organized, and to what extent?
   - B. Are medical and physical examinations necessary? and if so, to what extent before a boy or girl engages in:—
     - i. Normal physical education activities
     - ii. Highly competitive sport
   - C. How much time should be spent on organized physical education activities from Primary to Grade 3; Grades 4-6; Grades 7-9; and the 16-20 year old group in order to be certain that some acceptable degree of fitness will be reached and maintained?
   - D. Should not both Associations take a stronger stand in favor of more participation for the masses and less emphasis on the "representative team"?
   - E. Should not both Associations reemphasize that the basic need for all growing children and to a lesser degree for adults are food, sleep and exercise. I firmly believe that the Obstetrician, the Gynaecologist and the Pediatrician can be of tremendous help in advising and convincing the young mother as to the real value of exercise.
   - F. Might not the candidate for the M.D., somewhere in his training, become familiar with the place and value of physical education and recreation in the life of the growing child, the post school youth and the adult.

My plea is for an improved understanding and co-operation among all agencies, organizations and individuals concerned with the general health and welfare of Canadian Adults and the acceptance of the fact that an **adequate** Physical Education program in our schools can off-set many of the apparent ills which beset the young adult.

"The third decade of life is characterized by a marked decrease in physical activity and a consequent reduction in physical fitness so that, by the time the thirties have arrived most people appear to have resigned themselves to an inactive premature middle age."

Canadian Medical Association,
June, 1960.

(*Continued from page* 6)

fitness, and the advice and interest of the medical profession should be enlisted and utilized as we alter or amend our aims and teaching in physical education.

The functions and duties of the members of C.A.H.P.E.R. are known to us all. The medical profession has no wish to encroach on their field, but we do feel that we can offer advice, interest, moral support, the prestige of the medical profession, to the job you are doing.

This is the first occasion, to my knowledge, that representatives of the two associations have sat down together to consider a matter which is of concern to both of us. I have already touched briefly on the aims of physical education and its relation to physical fitness. I hope one of the C.A.H.P.E.R.'s members will elaborate on this. I am convinced that a sound program of physical education would result in a better concept of physical fitness in the general population, with a more vigorous and active pursuit of physical fitness. Apart from this basically important conception of the role of the physical educationists, I can only ask embarrassing questions, but questions which I feel should be answered by this conference.

Recently, a questionnaire was circulated by John R. Taylor, M.P., of Vancouver, who has a private bill dealing with Federal aid for a national physical fitness and sports program before the House of Commons. I expect that some of the speakers following me will refer to this questionnaire but here are a few of the questions:

1. National Organization of Sport

Would you care to put forward any views about the general provision and organization of sport in this country? In particular:

(a) Is there need for more cooperation between and more coordination of, the various national bodies concerned with sports?

(b) Is there adequate cooperation between statutory bodies (such as government departments and local authorities) and voluntary sports bodies, national and local?

(c) Is the best possible use made, locally and nationally, of existing facilities?

(d) Would you welcome or deplore the possibility of increased financial help from government or other public sources for the promotion of sport in this country?

2. 'Playing to Win'

Do you think that 'playing to win' has assumed too much importance compared with 'playing for fun'?

3. International Competition

Do you think that international competition is (a) good for sport in general, (b) good for the competitors, (c) good for international relations? If international competitions are to continue and Canada is to continue to take part in them, have you in mind any alterations in present practices and methods which would in your view increase Canadian prestige in these matters?

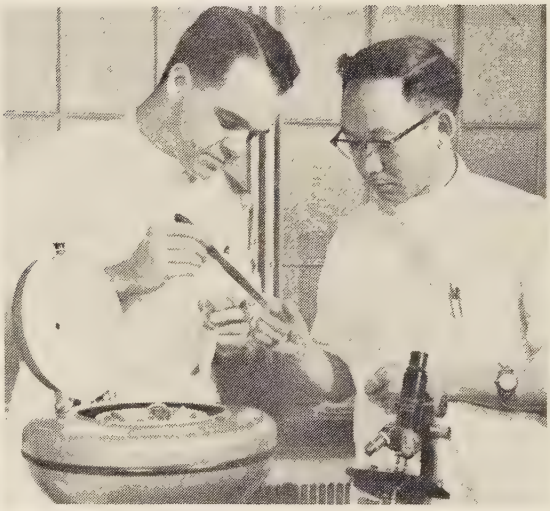
4. If a Sports Council were created, should the Council provide for scholarships? (Some Canadian athletes are now training in the United States because of available scholarships and they are then lost to Canada.)

5. Would your organization favour a national school for coaches? What benefits could reasonably be expected from such a school?

What troubles me is why these questions need to be asked. Surely an organization of individuals with the training and interest of the C.A.H.P.E.R. has thought of these matters — maybe even come to a decision on them. Is it perhaps because you don't know your own strength or why is it that you have not already pronounced on these questions? I have heard physical education experts on sports and athletics talk of the unwarranted emphasis on the superior athlete, the increase in spectator sports, the importance of teaching individual 'carry over' skills, of the teaching of outdoor recreational pursuits, the evils of professional scouting, etc., and yet I am not aware that any policy has been laid down on any of these and countless other problems which have a bearing on physical fitness and physical activity. Do you lack unanimity? Or, are you not aware of your own importance and prestige in this country? Is it possible that, together with the medical profession, we may present a consensus, and a policy that will not only answer some of these questions that people, who have not the training we have, are asking, but also put us on a track that will lead us to improved national physical fitness?

(*Continued on page* 34)

SKIN PROTECTION THROUGH MODERN CHEMISTRY



Mr. A. A. Hughes, B.A. Plant Manager and Chief Chemist, and Mr. T. Shimizu, M.A. Laboratory Director, examine a sample from the centrifuge.

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(*Continued from page* 32)

Community programs tend to place too much emphasis and money on ceramics, little theatre, folk singing, leather work, and not enough on physical activity. Physical activity, with the possible exception of square dancing, has almost vanished from our thinking with regard to older age groups. Is this because private clubs take care of badminton, golf, tennis? There is still tremendous scope for community organization in these activities, as well as in swimming, skating, skiing, hiking, especially for older age groups.

As I threatened to do at the outset, I have generalized and generalized in a critical vein. I haven't attempted to discuss specific problems which arise between the individual physical educationist and the individual doctor, e.g. athletic injuries, training, and yet here is a field where mutual advice and consultation is useful and important and a field not fully explored. Perhaps a common refresher course in these matters would benefit physical educationists and doctors alike. Too frequently I find physical educationists accepting the advice and treatment of individuals whose medical training is not acceptable, to say the least. And then, too, some doctors when asked for their advice are limited in their knowledge and experience, especially in minor athletic injuries.

Now to summarize: Organized medicine —the C.M.A.—should form a committee on Physical Education. Terms of reference might be:

1. To bring home to the individual practitioner of medicine the importance of physical activity in a full and well rounded life.
2. While this may be evident and accepted by most physicians, nevertheless, research on physical activity and its effect on general health is much needed. This research might be suggested, fostered and even directed by such a committee.
3. Another function of such a committee would be to cooperate with other organizations, e.g. C.A.H.P.E.R. in the promotion of physical activity and hence physical fitness in Canadians of all ages. In this connection the medical profession should work along with C.A.H.P.E.R.'s and departments of education to improve our methods of physical education, to include, primarily, a concept of physical fitness which will last throughout life. More correlation is needed between medicine, the teaching of athletic skills, gymnasium and health knowledge and practice. The two associations might take the lead in bringing together experts in the fields of physiology, physical medicine, physical education, in a discussion of training, sports injuries, and related subjects.

Leadership in establishing a focal point or a focus of attention for all the organizations and agencies interested in physical activity or physical fitness is much needed. I have suggested that C.A.H.P.E.R. is the organization to do this. You have the nation-wide perspective and the prestige of training and experience. Perhaps with the help of medicine you might undertake such a project. No doubt funds would be required and a recommendation from this group to the Federal Government might bring the necessary assistance. It is something for us to consider during the next two days.

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ACROSS CANADA

By C. R. BLACKSTOCK
Executive Secretary

Supervisors or University personnel will find the group at the "Annual Summer School of Physical Education" to be held at King Alfred's College, Winchester, England, July 26 to August 5, an interesting one to meet.

This school, sponsored by the British Association of Organizers and Lecturers in Physical Education, has a fine staff and five schedules of courses for both men and women.

Those interested should address enquiries to Mr. D. F. Bowers, 3 Branksome Close, Winchester, England.

* * *

The Prime Minister sent a message to the O.F.S.A.A. players in the "Golden Ball" basketball tournament in Ottawa, emphasizing the importance of sports of all kinds.

* * *

We came across a new one: "P.S." the Public Safety newsletter put out by the Public Safety Department of the National Safety Council of the U.S. The newsletter is for national organizations and state and local safety councils concerned with the prevention of accidents in public places.

Enquiries should be directed to Ralph Kuhli, Director, 425 N. Michigan Ave., Chicago 11, Illinois.

* * *

The 43rd National Recreation Congress, sponsored by the American Recreation Society and the National Recreation Association, will be held in Detroit, Michigan, October 1-5. This location for the Congress will make it possible for many Canadians who are in the Central part of the country to attend.

* * *

Dr. Stewart Davidson has been appointed Supervisor of Physical Education for the Protestant Board of Education, Montreal. This is a return to the former set up following a trial of decentralized supervision. Members will want to congratulate Stewart on his appointment.

* * *

Dr. Max Howell, these past several years a well known member of the staff of U.B.C. has accepted an appointment to the staff at the University of Alberta School of Physical Education. Perhaps that rugged game of Max's "rugger" will spring from the rich soil of the prairies now. The "game" on the coast will miss his enthusiastic leadership.

* * *

At Indiana University the aquatic meeting, August 21-25, 1961, will attract many. The AAHPER Safety Division and the American Red Cross will stage a course which will centre around skin and scuba diving using the U.S. YMCA course as the curriculum.

In November, the Conference for National Co-operation in Aquatics will hold its annual meeting there November 14-17.

* * *

The Canadian and U.S. National Secretaries for Physical Education, Wes McVicar and Harold Friermood, have been heading up a joint committee in the development of a core programme. This is approaching the final stages now and will probably appear in print this fall.

* * *

The Natural Science School, initiated last October by the Toronto Board of Education, has been very well received by the pupils, their teachers and parents. Over 2,000 grade six children will have had this residential week of learning at the Island school. Members who are coming to the Convention in Hamilton in June may want to visit this school while in the area.

* * *

Doug Eaton, head of the Physical Education Department, Memorial University, St. John's, Newfoundland, reported when in

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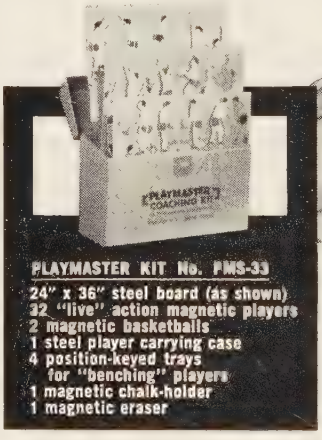
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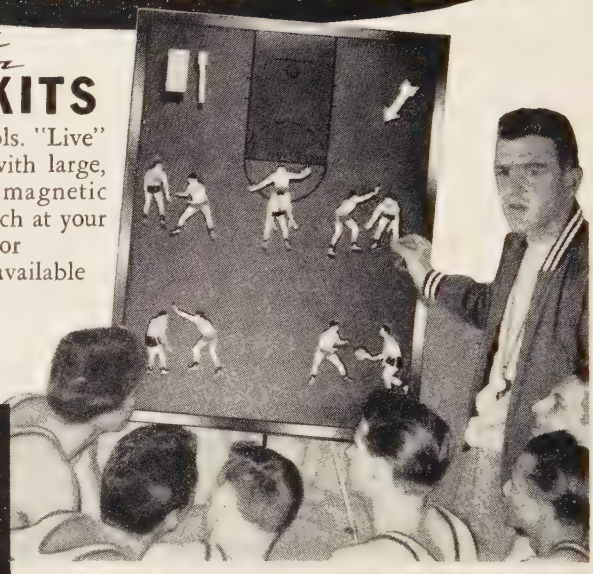

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Upper Canada, that the new physical education facilities are very nearly completed. He expects the programme to greatly benefit from these new "tools".

* * *

Manitoba is presently without a Director of Physical Education. Any enquiries about what is going on in this province in this area of education—and there is a great stir there—should be addressed to C. J. Muller, Esq., Director, Special Services Division, Department of Education, 116 Edmonton Street, Winnipeg 1, Manitoba.

* * *

The Parks and Recreation Association of Canada are holding their annual conference in Edmonton, Alberta, August 27-31. Here is another good reason for members to go west this summer.

HEALTH and SAFETY FILMS

The National Film Board has produced eight film strips on Health and Safety. The eight are available for $21.00, individual strips at $3.00 each.

The following are the eight titles which may be ordered from The National Film Board of Canada, Commercial Division, P.O. Box 6100, MONTREAL 3, Quebec:—

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33280 Ride Safely to School
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33036 The Milk We Drink
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* * *

Instructors

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Jean Leiper, B.P.E.
Patricia McCleary, B.P.E.

BOOK REVIEWS

PHYSICAL EDUCATION TEACHERS' HANDBOOK FOR PRIMARY SCHOOLS

By J. Edmundson. Evans Brothers Ltd., London, England. Canadian Representative —The British Book Service, Broadview Ave., Toronto, Ont.

The author has written this book as a supplement to the Planning the Programme (1952). He has provided very direct guidance in the various activities which may be included in a physical education course for primary children.

The book is arranged in three parts. The first part suggests how this book can be used to supplement the Planning the Programme, offers guidance in planning a programme or 'syllabus', outlines in detail standards of achievement for a games programme, suggests helpful ideas for classroom activities and the use of a variety of equipment.

Part two consists of thirty-two tables of activities, eight for each year of the primary school, together with teaching notes.

The third section contains useful directions on Progression; Agilities in tumbling; Athletics—running, throwing and jumping; and Swimming.

It is unlikely that many teachers in Canada would attempt to use this book in its entirety but it is felt that this practical book would be most helpful to all teachers of primary physical education. The diagrams and comments give definite direction as to ways of soliciting strenuous purposeful activity from primary children.

Whether you are a 'Physical Education specialist', an 'experienced classroom teacher' or a 'beginner' this English publication will be of assistance to you.

Reviewed by R. R. Waters,
Supervisor of Physical and Health Education, North York.

P.E. TEACHERS' HANDBOOK FOR SECONDARY SCHOOLS

By J. Edmundson. Evans Brothers Ltd., London, England. Canadian Representative —The British Book Service, Broadview Ave., Toronto, Ont.

With greater emphasis being placed on physical activity through gymnastics, exercise, combatives and individual stunts this book contains excellent material that should warrant its place on the book shelf of every physical education library.

It is unlikely that Canadian Physical Education teachers will make use of the material in the complete lesson details that are outlined. However, much valuable information is presented by word, diagram, and picture that can be incorporated in our school programmes.

Included in the table of contents are individual, group, and class activities in tumbling, apparatus, games, dancing and track and field. Medicine ball work, stick work and circuit training, which are not used to any great degree in our schools, are described quite fully.

Regardless of your experience in the field of physical education you will find this publication quite helpful.

Reviewed by D. B. Caswell,
Co-ordinator of Physical and Health Education, North York.

* * *

THE STORY OF THE OLYMPIC GAMES 776 B.C. TO 1960 A.D.

John Kieran and Arthur Daley. Longmans, Green and Company, 137 Bond St., Toronto 2 ($7.95). 386 pages, with some ten pages of illustrations, and a list of all Olympic Champions in all sports 1896 to 1960.

The title of this book covers too much territory. It might better have been called "Story of U.S.A. Participation in the Olympic Games." The authors point out early

that the emphasis is to be on Track and Field activities.

Seven full pages are devoted to the Ancient Games 776 B.C. to 394 A.D. There is somewhat fuller treatment of the games from 1896 to 1928, and relatively complete coverage of the Track and Field activities from 1932 to 1960.

Each set of games is covered in a gossipy, reportorial style, and makes very interesting reading. As much emphasis is placed on what various U.S.A. athletes said and thought, as on what they accomplished.

Some of the remarks about British athletes, officials and sportsmanship are more in the spirit of 1776 A.D. than 776 B.C.

A notable omission, particularly from a Canadian point of view is any reference at all to the inauguration of Women's Track and Field events in 1928. Perhaps the victories of the Canadian girls acted as a deterrent.

Percy Williams' double victory in 1928 is given good coverage as a complete surprise. Bobby Kerr gets one sentence. Much emphasis is placed on the fact that Canada's 110 Hurdle victory in 1920, and High Jump victory in 1932 were by athletes who were trained in the U.S.A.

Sherring's victory in the 1906 Marathon is written up as follows, and is typical of the style of writing throughout.

> "It was little Sherring of Canada, who had gone over months in advance to prepare himself for the marathon, who had his own trainer and who supplied his own food even during the one night stay at Marathon before the race. He took the lead at somewhere near the 11-kilometer mark and jogged ahead of Billy Frank (USA) most of the remaining distance. When almost within sight of the stadium he looked over his shoulder at Frank who was running close to him and said blithely, "Well, good-bye, Billy, I must be going." He moved ahead easily and came into the stadium as fresh as a spring daisy or any of the fluttering daffodils then flaunting by the Athenian streams."

The book is definitely a "story", not "history". We recommend it as such.

Reviewed by N. A. Beach,
Secretary, O.F.S.A.A.

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